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ABSTRACT

This document summarizes the proceedings of a conference of urban leaders on public-private collaborative efforts to address the problems of inner-city high schools. Findings presented and opinions expressed at sessions on the following topics are outlined: (1) education funds; (2) city-wide umbrella organizations; (3) goal setting--tying jobs and high schools together; (4) school management; (5) partnership and adopt-a-school programs; (6) political support for education; and (7) planning for the future. Following these proceedings are profiles of collaborative efforts attempted in each of the cities (Atlanta, Baltimore, Boston, Cleveland, Denver, Memphis, New York, Philadelphia, Pittsburgh, San Diego, and San Francisco) represented at the conference. A list of conference participants is presented, and three statistical tables are appended, along with a letter from a former U.S. Commissioner of Education pointing out that in the long run, private philanthropy cannot substitute for public support of what is, after all, a public education system. (KH)

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The Future of Inner City High Schools: The Public-Private Contribution

Conference Proceedings

Atlanta
Baltimore
Boston
Cleveland
Denver
Memphis
New York
Philadelphia
Pittsburgh
San Diego
San Francisco

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The Future of Inner City High Schools: The Public-Private Contribution

Proceedings of a Conference
Held June 21-22, 1984

Atlanta
Baltimore
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Federal Reserve Bank of Boston
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TABLE OF CONTENTS

	Page
INTRODUCTION	1
CONFERENCE SESSIONS	
1. Education Funds	4
2. City-wide Umbrella Organization	6
3. Goal Setting: Tying Jobs and High Schools Together	9
4. School Management	13
5. Partnership and Adopt-A-School Programs	15
6. Political Support for Education	19
7. Next Steps?	21
CITY PROFILES	
Atlanta	23
Baltimore	26
Boston	28
Cleveland	32
Denver	36
Memphis	39
New York	41
Philadelphia	45
Pittsburgh	49
San Diego	54
San Francisco	59
LIST OF PARTICIPANTS	61
APPENDIXES	
Appendix A--City, Business, and Foundation Statistics	68
Appendix B--Letter from Professor Harold Howe	73

INTRODUCTION

On June 21st and 22nd, the Federal Reserve Bank of Boston and the John F. Kennedy School's Center for Business and Government convened an invitational conference of public and private sector leaders from eleven cities. The participants discussed public/private collaborative efforts to address the widely acknowledged and disturbing difficulties in America's inner-city schools.

This document includes a summary of the proceedings of the conference and profiles of the collaborative efforts in the eleven cities. Additional copies of this document are available from the Center for Business and Government, J. F. Kennedy School of Government, 79 J. F. Kennedy Avenue, Cambridge, MA 02138.

The cities represented at this conference were:

Atlanta
Baltimore
Boston
Cleveland
Denver
Memphis
New York
Philadelphia
Pittsburgh
San Diego
San Francisco

Conference participants included superintendents, business leaders, and executives of intermediary organizations (see List of Participants, p. 61)

Each of the cities represented at the conference has organized the efforts of many of its business leaders and firms to provide one or more of the following:

- management assistance
- partnerships (adopt-a-school) programs
- education funds
- job preparation and development

Conclusions drawn from the conference include:

- The problems of inner-city high schools (poor attendance, high dropout rates, low teacher morale, low student scores, dismal job-placement records and little political support) threaten not only the futures of their students but also the futures of their cities.

- An astonishing variety of public/private partnership efforts have sprung up in recent years to help address these difficulties and they are stimulated by:

  -- Renewed recognition on the part of business leaders of the value of quality education to economic growth and the demographic reality of the coming shortage of entry-level workers.

  -- Concern for quality education as the crucial element needed in providing economic opportunity for all citizens and movement towards peaceful racial integration.

  -- The crucial need of school superintendents for private sector political and financial support in these budget conscious times.

- Such partnerships depend on business leaders' confidence in the school system's CEO--the superintendent.

- The transfer of financial and human resources in partnership programs is still exceedingly small in relation to school budgets and educational needs.

- Well used dollars at the margin can make a substantial difference as research and development dollars do in university research.

- The intangible benefits derived from these efforts, while difficult to measure, are nevertheless important in improving community and school morale, breaking down negative stereotypes on both sides and ending the isolation of the classroom students and teachers from the outside world.

- Intermediary organizations--within the business community, or as an office in the school department--are critically important in managing the complex relationship between the highly structured world of the public school system and the diffuse world of private sector firms.

- The job of starting and sustaining collaborative efforts requires a high degree of managerial skill, human tolerance, and organizational tenacity.

- Programs of this sort may create a false picture of progress; they are no substitute for basic improvements inside the classroom; and in no way should or can these partnerships serve as a substitute for adequate public financial support for education.

- Individual communities hunger to know what others are doing.

A number of questions were raised and discussed without being answered, including:

- Can these partnerships--so dependent now on business confidence in the individual superintendent--be sustained over time?

- When school youngsters are so desperate for jobs, why are so few employers organizing programs that link school performance to work opportunities? Are such programs feasible only in cities with tight labor markets?

- Is there an educational "strategy" worthy of increased public and private support that would keep students learning instead of from dropping out? In many inner cities nearly half of the high school students leave before graduation.

- Inner-city schools, and indeed all public secondary education, are facing a critical shortage of science and mathematics teachers at a time when these subjects are more critical than ever. Is there a public/private opportunity for collaboration in this area?

- Can public/private collaboration lead to renewed confidence in inner-city schools and then to adequate public financial support to do the job? Management and educational progress must be achieved first in the school system--though businesses and universities can be of great help. But finally support in the political arena is crucial if academic excellence is to be established in our inner cities.

Not all participants in the conference will agree with this summary, although we believe most of them will. We believe they will all agree wholeheartedly with our conclusion (as admittedly biased joint sponsors) that the dedication of all participants--both public and private--to the improvement of American high school education is genuine; the range of innovation under examination is exciting; the exchange of views was exhilerating; and further exchanges, of which this document is only a beginning and a part, are necessary if we are to find satisfactory long-range solutions to difficulties whose consequences all of us as citizens of a caring society will ultimately share.

Winthrop Knowlton
Director
Center for Business and Government
Harvard University

William Spring
Vice President
District Community Affairs
Federal Reserve Bank of Boston

SESSION 1

EDUCATION FUNDS

Discussion Leaders	San Francisco:	Gladys Thacher, Director San Francisco Education Fund
		Gloria R. Davis, Administrative Assistant to the Superintendent of Schools
	Pittsburgh:	Richard C. Wallace, Jr., Superintendent Pittsburgh Public Schools
		Charles Fletcher, Senior Vice President Mellon Bank
		David Bergholz, President Public Education Fund Allegheny Conference

Description

Nine education funds are currently operating in the country with the aid of the Ford Foundation supported Public Education Fund. Three more will be funded shortly including one in Boston.

The education funds in both San Francisco and Pittsburgh provide money for use by the schools and school personnel to carry on activities that would not ordinarily be funded under the school budget. Both funds award grants to teachers, principals, or parents to enable them to undertake self-initiated projects. Grants range from $150 to $100,000.

Advantages:

Flexibility

Grants can be used for individual teacher or school-initiated projects that are not provided for in the school system budget. A project need not be system-wide in order to qualify for funding.

Pittsburgh uses some education fund money to buy coffee and donuts for early morning principals' meetings, an expenditure disallowed by the school board. That coffee is critical, Superintendent Richard Wallace reports, for assuring the possibility of a coherent, good-humored meeting.

Teacher Motivation

The "incentives for classroom innovations through small grants ($150-$500)" make teachers feel better about themselves, their ideas, and their teaching. This motivates teachers in what is often a very difficult professional situation.

Risk Money

The realities of the public sector budget review process prevent school systems from funding new, untested programs. If the programs fail, charges of "government waste" are likely to threaten more routine operating programs. Private companies may also shy away from funding experimental programs for fear of failure.

EDUCATION FUNDS (cont.)

Frank Macchiarola, New York Partnership President, pointed out "the private sector doesn't want its philanthropy to be risk-taking." Use of an education fund can avoid problems: it can provide seed money for unproven programs that would be unlikely to qualify for tight local tax dollars, and as a third-party intermediary, it can shield contributing private firms from the threat of bad publicity.

Public Information

In Pittsburgh, the education fund provided resources for a parent group to develop an information program to ease school desegregation.

Intermediary Organization

An education fund can serve as an intermediary entity that can pull the quite different worlds of business and education together. The fund enables middle-sized firms to make financial contributions to the school system with some confidence that they will be wisely used.

In Pittsburgh, the fund as an institution played a key role in introducing a new superintendent to the community. Richard Wallace credits the fund with facilitating his introduction to the power structure in the city, making it much easier for him to work with the community to implement his programs.

As David Bergholz observed: "The fund provided a place for Dick to have a conversation with foundations and the private sector. It wasn't Dick coming to the corporate community to have them say no or the corporate community trying to throw out money without knowing how it was going to be used."

Continuity

In a world in which chief executive officers in schools, city hall, or private boardrooms can change as often as every two or three years, an education fund can serve not only as a broker, but also as a force of continuity.

Forum for School Needs

Both Gloria Davis and Boston Superintendent Robert Spillane agreed that a critical function of the funds was to bring the needs of the public schools to the attention of the corporate community.

Concerns

- Gladys Thacher warned that the fund's role as an intermediary could place it in a fragile position. It must seek legitimacy both on the school site and in the community and work hard to make sure not to be perceived as threatening or power-hungry.

- Davis noted that it was important to keep the work of the fund in perspective: it is only one of many programs supporting creative school activities. Spillane observed that the proposed Boston fund, envisioned as one of the largest funds in the country, would only total $1.5 million in capital compared to nearly $250 million in annual spending.

SESSION 2

CITY-WIDE UMBRELLA ORGANIZATION

Discussion Leaders

Atlanta:

Boyd Odom, Executive Director
Atlanta Partnership, Inc.

Frank Howard, Senior Vice President
Computer Management, Inc.

Jane Fox-Bryan, Director of Community Relations
Federal Reserve Bank of Atlanta

Atlanta Program

The Atlanta Partnership operates many different collaborative programs under the auspices of one private, nonprofit intermediary organization.

The Atlanta Partnership involves 200 corporations and businesses which are full partners and maintains contact with over 10,000 other firms and organizations through the active participation of several business associations, including the Chamber of Commerce.

The partnership operates several different programs, some targeted for the more successful students, others for the least successful.

Examples are: an Adopt-A-School program; an affirmative action job placement program, which assists students in the bottom quartile of the class in finding jobs; a volunteer tutorial program; and assistance to the schools in developing their magnet school program. The latter activity includes a magnet school in finance developed in conjunction with Atlanta's Federal Reserve Bank, the seven largest commercial banks in the area, and a computer-oriented magnet school developed in conjunction with Computer Management, Inc. and other computer firms in the area.

Mutual Interests

Boyd Odom told the group that one of the keys to the partnership's success has been its approach to the business community: "We don't approach them with our hands out, but rather with a handshake. We believe there is a mutuality of interest between the schools and the private sector in the community. The philosophy is that an area's economic development and the educational attainment of its citizenry are inseparable.

Odom's remarks about the mutuality of interest were seconded by several private sector representatives at the meeting who have been involved in programs to assist schools.

SCHOOL SYSTEM BUSINESS GOALS (cont.)

Company Benefits

Jane Fox-Bryan explained that one of the reasons Atlanta banks had developed the magnet school curriculum was because they were unable to find enough qualified black candidates for professional and managerial jobs.

Company Recognition Important

As these examples make clear, the return to the corporation from its investment in school collaboration efforts seldom shows up in black and white on the company's income statement. For that reason, as Fox-Bryan points out, echoing comments made earlier by Gladys Thacher and David Bergholz, "Parcelling out credit to business is important, and the intermediary shouldn't threaten that."

Frank Howard reported that when one company not involved in the school program saw favorable publicity generated by another firm's involvement with a magnet school, the company decided to set up a teacher training center in computers.

Benefits to Schools:

The benefits to schools from involvement in these programs may be hard to document if measured as changes in achievement scores, but they are important nonetheless.

School Climate Improved

Both Odom and Bergholz have seen programs involving relatively few students transform the image and spirit of the entire school housing the program. These changes are not easily accomplished.

Bergholz remarked: "Attitude changes are will-o'-the-wisp and require school-by-school changes. You can't just work on changing the system, but also have to focus on initiatives in the individual schools." Many of the partnership programs afford the opportunity for the one-on-one changes capable of generating notable improvements in school morale, reputation, and ultimately, it is hoped, educational quality.

Increase in Morale

If a program makes teachers or schools feel better about themselves, then evaluating it further is unnecessary. In the long run, the improvement in morale will be evident in the quality of education in the area.

Impact on Achievement?

The link between attitudinal changes and achievement scores is hard to document, and most conference participants, including those currently engaged in evaluation of their programs, thought that little time should be spent trying to establish the linkage. Bergholz sounded an initial warning that some of the public-private collaborative efforts taking place around the country were nothing more than "blue smoke and mirrors," and argued that small-scale morale-boosting activities should be judged on their face value.

SCHOOL SYSTEM BUSINESS GOALS (cont.)

Impact in Small Steps

Howard observed, "Progress comes in a series of very small steps. The partnership is a long-term, very evolutionary commitment not only to the school system, but to the business community." As Odom put it, a successful partnership can change the attitude of business and school leaders toward each other instead of an "us" and "them" mentality in Atlanta. There is now a sense that "we are in it together."

SESSION 3

GOAL SETTING: TYING JOBS AND HIGH SCHOOLS TOGETHER

Discussion Leaders	Boston	Frank Morris, President Federal Reserve Bank of Boston Robert Spillane, Superintendent Boston Public Schools James Darr, Executive Director Boston Private Industry Council Robert Schwartz, Director Boston Compact

Boston Compact Key Elements:

Goal Setting

The Compact consists of written agreements between the schools and both the business and local university communities. The business community pledges jobs and the school system pledges measurable progress in student high school attendance and achievement. The business communities' commitment is not a guarantee, and obviously the schools' commitment is not a binding contract. Rather the Compact is a mutual commitment to strive for system-wide, measurable progress, and to stick with the effort over time. Both parties believe that the establishment of specific goals is critically important.

Frank Morris reinforced the value of the goals, "Quantitative goals energize people. Without specific goals, we wouldn't reach the number of jobs we have. We are now about 120 jobs short of our goal of 1,500 summer jobs and so we have CEOs calling all over town scrambling to find jobs. Targets have to be realistic, but they are very helpful." (A total of 1,766 jobs were filled, 260 over the target.)

Robert Spillane observed that setting goals gives teachers and school administrators a common objective which infuses hope and direction into the system. Jim Cantwell, a researcher from Teachers College at Columbia University in New York, found the Compact goal-setting enabled them to focus their activities more productively, generating greater personal satisfaction. In addition Spillane feels goals help students to be goal-oriented themselves. Jobs for qualified students send a message to students that academic achievement brings reward. Competency standards are an important assurance to the business community as well as a concrete goal for the student. Spillane is also translating goal-orientation into a promotion policy for the teachers.

Ralph Saul, Chairman of the Board of Philadelphia's CIGNA Corporation, questioned whether the quantitative techniques so favored by businesses might not be overzealously and inappropriately applied.

Spillane agreed that misplaced emphasis on the wrong goals could create problems. But he observed that the fear of making such a mistake has resulted in educators "sitting around and wringing our hands about the high school drop-out rate. Now, with concrete goals, we are really doing something."

Commitment of Chief Executives

The commitment and involvement of the chief executives of some of Boston's largest corporations are essential to the success of the Compact. The CEOs are able to make commitments that their subordinates are not always empowered to make. Senior level support is valuable for all the programs being discussed.

John Linehan, a manager at Solar Turbine, noted that senior executive involvement insures management they will not be penalized for their efforts.

Frank Morris noted that CEO commitments are bolstered by changing conditions in the labor market; the 1970s phenomenon of large numbers of teenagers entering the job market has ended; in the 1980s, the number of young people aged 16 to 24 entering the labor market is shrinking dramatically. The business community needs to be made aware of the possibility of a shortage of entry-level workers. If the high schools cannot assure basic literacy, the labor shortage will be further aggravated.

Scale of Jobs Goal

The Boston Compact has credibility among students because the job effort is large. About one-third of those from the Class of 1984 not going on to college are expected to find jobs through the Compact upon graduation. This is possible because over half the 450,000 jobs in the Boston area are in companies that have signed the Compact hiring pledge.

School-based Planning

Key to educational improvement under the Compact is work at the individual school. Robert Schwartz stated: "One role is to target external assistance efforts to help schools meet internal goals." The School Department has created and funded a "Development Officer" at each high school whose role is to coordinate the use of external resources and to serve as a link between the school and the outside world. Each high school develops a plan to use both internal and outside resources to reach toward Compact goals.

The Compact sees itself as a school improvement effort. "It is not primarily a jobs program," says James Darr. "What happens in the classroom is most important." Instead of setting up a completely new structure, it builds on programs already operating in the schools.

TYING JOBS AND HIGH SCHOOLS TOGETHER (cont.)

Organizational Structure

Organizational structure is the key to institutionalizing a major effort such as the Compact and holding it accountable. When the business community sets a goal, for instance, establishing who has the day-to-day responsibility for meeting that goal is essential. In Boston, the institutional elements are as follows:

Role of Boston PIC

The Boston Private Industry Council (BPIC) Board meetings provide a way to reach business leadership on a monthly basis; many of the community's leading business figures are on the PIC Board along with the superintendent of schools. The PIC staff makes it possible to work with the more than 300 firms that have signed the Compact hiring pledge.

A Boston Compact Steering Committee brings together school administrators, headmasters, business and university representatives, parent groups, and community leaders on a regular basis to monitor Compact progress.

School-Based Employment Assistance

A survey in Boston found that 50 percent of employed black public high school graduates had found their jobs through school.

Fifty percent of Boston's students come from single parent families and the work experience is their link to the adult institutional society. As Darr put it, "Through jobs we create a structure of hope--we are saying, if you stay in school, you'll get a job. This gives a coherence to what the educational system is about."

The BPIC employs a career specialist in nine of the city's 18 secondary schools and expects to have such teachers in nearly all city schools by fall of 1984. These teachers work through the year with young people seeking jobs, helping them with basic skills, labor market preparation, job search, placement and follow-up counselling.

Frank Macchiarola, President of the New York partnership, emphasized the importance of jobs as a bridge to the real world for students who often do not know how to dress, speak, or work in a business atmosphere. "Look how far kids have to travel to get information. It is important to penetrate into their world. We must signal to them that attendance really matters. That is what job opportunity can accomplish. Ideally, every kid who gets a diploma should have a guaranteed job!"

TYING JOBS AND HIGH SCHOOLS TOGETHER (cont.)

Possibility for Replication?	Can the Boston Compact be used as a model? Ralph Saul and Alva Bonda, President, Cleveland's Board of Education, both expressed admiration for the Boston program but felt it might be overly ambitious for their communities. Both worried that the depressed state of their local economies relative to Boston's would make it more difficult for the business community to make any firm commitments to provide public school graduates with jobs. It was mentioned that the job commitments in Boston were being made by the service sector of the economy, which was expanding everywhere, but Saul observed that even service sector businesses such as his own insurance firm were restructuring from people-intensive operations to machine-intensive ones.

SESSION 4

SCHOOL MANAGEMENT

Discussion Leaders	Philadelphia:	Constance Clayton, Superintendent Philadelphia School District
		Ralph Saul, Chairman CIGNA Corporation
		James Lytle, Director of Planning, Research, Evaluation Philadelphia School District
		Richard DeLone, Urban Affairs Consultant Philadelphia Partnership
	Cleveland:	Frederick Holliday, Superintendent Cleveland City Schools
		Alva Bonda, President Cleveland School Board

Program Description

The Philadelphia Partnership, not yet a year old, is led by nine CEOs from the business sector, nine college presidents and two foundation executives. According to Ralph Saul, the priorities set by the partnership follow closely the Philadelphia superintendent's requests. Activities include the following:

- A review of school resources and expenditures by the financial subcommittee.
- A major study of personnel policies and procedures by the human resources subcommittee. According to Saul, the study will lead to "fundamental changes" in the system's human resource management.
- An executive loaned temporarily by a local firm to serve as the Deputy School Superintendent responsible for all the noneducational resources of the schools, such as property management, transportation, food services, etc.

Beyond technical assistance, Saul said the partnership is currently in the stage of "letting many flowers bloom. "We are bringing in as many people as want to promote our initiative and we will refine our efforts later." Saul noted that some of Philadelphia's plans would probably be revised to incorporate the extremely useful information which its representatives were gaining at the conference.

History

Saul stated that when Superintendent Clayton took over Philadelphia had "a very badly deteriorated and managed school system." Confidence in the public school system had reached

SCHOOL MANAGEMENT (cont.)

such a low ebb among business leaders that they were helping the Catholic Archdiocese raise funds for parochial schools as the only plausible alternative.

PATHS

The Philadelphia partnership was catalysed by a grant of $2 million over three years from the Rockefeller Foundation to establish the Philadelphia Alliance for Teaching Humanities in the Schools (PATHS). This program has functioned during the past year as an education fund focused on the humanities, specifically the teaching of writing. Constance Clayton reported that the workshops, mini-grants, and colloquia made possible by PATHS funding have stimulated a lot of excitement and new initiatives by teachers. Local writers, journalists, and poets have been enlisted in the program.

Value of Management Assistance

- Saul sees the private sector's role as providing "management talent" and sees "real political risk" in going too far. "A public school system is a public responsibility. The board of education is the policy setting body. Education expertise resides at the university and college level."

  He sees a "thrust to excellence" that will require a five- to ten-year period of continued, organized private sector support, but then envisions a "liquidation" of the effort.

- Superintendent Frederick Holliday stressed the importance of private sector management assistance. Holliday has found the watchful eye of an objective but politically influential third party invaluable in his efforts to eradicate corruption in the management of the Cleveland schools. While Holliday knew the causes of many problems, the private sector's study of the system's management problems gave him the clout he needed to pursue them.

- W. W. Herenton, Superintendent of the Memphis Public Schools, found private sector management oversight was also politically valuable when management was not a problem. Herenton asked the private sector to audit his school system's administration; when they gave it a clean bill of health, the audit strengthened his and the school system's reputations, making it easier for Herenton to sell some of his programs and objectives for the school system.

SESSION 5

PARTNERSHIP AND ADOPT-A-SCHOOL PROGRAMS

Discussion Leaders	Memphis:	W. W. Herenton, Superintendent Memphis School System
		Barbara Russell, Director Adopt-A-School Program
	San Diego:	Eugene Brucker, Special Assistant to Superintendent San Diego United School District
		Jeanne Jehl, Coordinator, Business Education Partnership Program San Diego United School District
		John Linehan, Manager Solar Turbine, Inc.
	Denver:	James Bailey, Deputy Superintendent for Education Denver Public Schools.
		Anne Fenton, Executive Director Denver's Adopt-A-School
		Kent Higgens, Director of Employment Opportunities Division National Bureau of Standards

Program Description

All commentors described the partnership or adopt-a-school programs in their communities and stressed that the programs proved mutually beneficial for both the schools and the companies involved.

The programs in the three cities differ in size and structure. Denver's program functions as a nonprofit organization independent of both the schools and the corporate community, with a budget of $250,000 funded equally by both. The Memphis and San Diego programs, on the other hand, operate under the auspices of the school system.

The Denver participants feel their independence makes it easier to operate as a partnership, while Memphis and San Diego believe their arrangements give both the schools and the program a special status. Denver and Memphis work with all the schools in the system: San Diego works with just a few, focusing on some of the schools with the worst image.

PARTNERS AND ADOPT-A-SCHOOL (cont.)

Benefits of Partnership:

Eugene Brucker found that in San Diego, "The expression of interest from the outside community for the schools on an on-going basis helps build the private sector's confidence in the schools. Adopt-A-School addressed the problem of the loss of the credibility that handicapped the schools in the eyes of the private sector."

School Credibility

Herenton put it more bluntly: "Adopt-A-School provided a broader base of community participation for the schools. Collaboration brought white citizens into a black school system. It won't lead to a dramatic improvement in academic achievement, but it does build a supportive relationship. We did not go to the private sector seeking money for our program. We wanted to get people involved and to turn around the negative image of the schools. This is a people program, and it has proven to be one of the school system's best PR efforts."

Political Support

Private sector trust in the schools is essential for earning public and ultimately political support at every level.

In Memphis, each adopting company participates in the principal's evaluation committee at its school.

The Memphis business community, specifically Federal Express, responding to a request from the Memphis school superintendent, loaned its senior marketing person to the school system to develop a public information campaign for the schools funded by a $400,000 Ford Foundation grant.

Concrete Services

Partnership programs provide direct services for students. Jeanne Jehl believes that Adopt-A-School makes a "connection in the real world for the schools that would otherwise operate in isolation. It helps students build self-esteem and give students more information about the world outside school."

The program supports staff development. Summer internships for teachers are provided by high technology firms to give teachers extra income, help them upgrade their skills, and give them some insight into the work community that their students will enter. In addition, the program threw a party for the staff of two merging schools, creating what the principal of the school described as the first friendly meeting of the people involved.

Increased Morale

The program, says Barbara Russell, makes students feel better about themselves because, "They know that the people coming in from business don't need to be here."

PARTNERS AND ADOPT-A-SCHOOL (cont.)

John Linehan described how his firm's involvement in the Adopt-A-School program has boosted the morale of employees in his company because they feel they are doing something for the community. "In our company, we often talk about who adopted whom. We get a great deal of value out of associating with students and the faculty. We even tried out a company training program on some of the educators one time, and really benefited from their comments on the content of the program. For us the value of the program comes from the one-to-one relationship. Our problems as a company begin to pale when you start to look outside and pretty soon the inside begins to look a lot better, too."

Concerns:

Sustaining Activities

Because success of the program depends on the active participation of volunteers, partnerships require enormous administrative energy. The small staff size makes ingenuity a necessity.

In Memphis, volunteers from the Junior League and the National Council of Jewish Women maintain monthly contact with the schools and the adopting company. These volunteers prepare monthly reports which they submit to the Adopt-A-School office. Regular meetings of program, company, and school people are important so that they can learn from each other.

Excessive Paperwork

Monitoring the activities of a large, decentralized system is difficult. Program administrators are wary of placing more work on school administrators.

Memphis has alleviated the burden somewhat by using volunteers to monitor the program on an ongoing basis. And Russell reports that she has turned to the principals on occasion in order to determine their evaluation of the program.

Ann Fenton warns that some sort of monitoring must take place; in Denver it has been necessary to drop a few companies from the program.

Adoption: Bad Connotation

There was a consensus at the conference that the name "Adopt-A-School" carried with it unfortunate connotations that made participating schools feel like stepchildren of the companies. Most of the communities using the name stated they did it only because it was used nationally and therefore economized on the need for elaborate descriptions of the program.

New York was so unhappy with the connotations associated with the name that administrators there call their program "Join-A-School."

Fenton suggested an approach used in Denver that addresses the esteem problem. Teachers in a school must vote on and the principal must approve the corporate adopter each year.

PARTNERS AND ADOPT-A-SCHOOL (cont.)

Difficulty of Evaluation:

Like many of the programs described during the conference, the impact of Adopt-A-School program is difficult to measure.

Nonetheless, argued Gladys Thacher, it is important to try to evaluate the program so that we know we are turning the wheel, not reinventing it. San Diego has twice-a-year evaluations by each business and each school, against a written annual plan signed by both partners.

Russell cautioned against relying too much on hard numbers to evaluate the Adopt-A-School program. However, in response to numerous requests for such information, she calculated that from just 100 of the program's 150 adoptions, over 25,000 personnel hours (an estimated value of $225,000) had been committed to the program. In San Diego, 200 volunteers from 32 corporations contribute 11,000 man-hours per year to 29 schools.

Programs Require School Leadership

Fenton warned that educational packages developed by the private sector without the involvement of a classroom-based educator risked sitting on the shelf unused. She suggested that private companies not waste their money on such efforts. In one effort, working with teachers, the National Bureau of Standards developed a curriculum and sent 80 employees into the classrooms to discuss optics, lasers, robotics, etc.

SESSION 6

POLITICAL SUPPORT FOR EDUCATION

Political Support most Valuable

How to secure adequate public financial support for beleaguered inner-city schools, while not the focus of this conference, is so central to their future that the topic had to be addressed. Professor Harold Howe's letter to the conference organizers (see Appendix B) clearly states the issues involved with the private sector's relationship to public finance of education. The letter was sent to all participants and was the background of our discussions.

The superintendents made it clear that a key reason--the most important for many of them--for reaching out to the private sector was for political support. They also stated that additional money was by itself not enough to insure progress. The superintendents insisted that sound internal budget, personnel procedures, and a structure for the improved education came first. They criticised the long delays and paperwork clogged approval process in some past assistance programs. But in the final analysis the job cannot be done without the additional financial resources.

Most participants agreed strongly with Professor Howe's point that private philanthropy cannot substitute for public support. But they were not convinced that private sector assistance in the effort to secure adequate public resources need wait upon the documentation of effectiveness in the schools. Private efforts do depend on the business community's confidence in the school's CEO (the superintendent). And they do depend upon a sense that progress is being made. But given those two criteria being met, some substantial support seems to be forthcoming.

Not discussed were statewide business efforts in the financing of public education such as that by the California Business Roundtable. The San Diego delegation raised the issue of the impact of the "quid pro quos," the performance measures and performance rewards pressed by the business leaders in California. Nor was the issues of equity in the raising and distribution of tax dollars for education discussed. These issues might be the basis for another conference.

But there were several local examples of business help in raising public funds for inner-city education. For instance:

Cleveland

The Cleveland community had not approved an increase in the tax levy for the public schools in 13 years. The system was deeply in debt to the state. The typical voter was 55, female, and with neither children nor grandchildren in the public schools. School Board President, Ted Bonda, believed a bond issue would pass if it were sold the way Proctor and Gamble sells soap. Bonda and Superintendent Holliday went to Cleveland's Chamber of Commerce, The Growth Association, raising from them one-third of

POLITICAL SUPPORT FOR EDUCATION (cont.)

a million dollars for a campaign. With that money for television and radio advertising combined with a grass-roots organizing campaign that depended heavily on local ministers, the schools won increased funding at $32 million per year. According to Holliday, there is often more appearance than substance in the educational aspects of business-school collaboration--"blue smoke and mirrors." But, he said, even that appearance enormously benefits both.

Boston

Boston Superintendent Spillane told how calls from key business leaders to city council members were critical to securing support for a supplemental budget.

Memphis

Superintendent Herenton said he depends on the business community to provide him with a platform of strength from which to speak. The company executives from "adoptor" firms have been very important in passing a $15 million tax levy for the schools.

Appropriate Role?

What is the appropriate role of the private sector in school finance?

American Can Company has initiated a number of programs in the New York schools, and Peter Goldberg, a managing director, argued, "You cannot substitute private sector contributions for public sector responsibilities. The public schools cannot look to the private sector for basic ongoing financial support. We can use our influence and use our respect, if you will, to lobby for greater public sector support for the public schools so that they can have the kinds of money they need to make the schools work."

Public Wary of Business Support

Some participants noted that too much private sector involvement was sometimes viewed with suspicion by the community at large. In Philadelphia, reports Saul, there are already murmurings about "What the hell the private sector wants from the school system."

Likewise, Bonda noted that in Cleveland the general public including some school board members were wary of the private sector.

Strings Attached?

In both Cleveland and San Diego, some offers of private sector financial support to the schools had strings attached. The California Business Roundtable, for instance, is asking not only for merit pay but also for the abolition of tenure.

NEXT STEPS?

Program Agenda

What is the next generation of corporation activity?

Robert Schwartz, Boston Compact, stressed that the crucial issues are teacher training and educational content.

Ray Reisler, American Can Foundation, suggested risk money for new programs, and a training academy for school board members (a suggestion which received a noisy reaction).

Staff Development

Superintendent Richard Wallace agreed that staff development is a major problem, and suggested that the private sector could help train middle-management administrators. In Washington corporations invite school managers to attend their middle-management training sessions. Philadelphia will be doing this soon, and Charles Fletcher from Mellon Bank said that corporations, which always have trainers and human resource people on staff, could provide such sessions easily at the plant or through a program customized for the schools.

Hilbert Stanley, Assistant to the Superintendent of the Baltimore City Schools, said that Baltimore intends to ask for private sector help for its teacher center in such areas as information processing. David Bergholz, Pittsburgh's Public Education Fund President, described a successful corporate program for teachers on Pittsburgh downtown development, saying that teachers appreciate being "treated as adults" and attending sessions on subjects other that education.

Science and Math

Wallace is exploring new and different relationships--"the glue can be pretty thin on partnerships and we need to think of more substantial programs" such as a major private sector role in teaching science and math. Only one high school physics teacher was graduated last year in all of Pennsylvania; industry can pay $28,000 to entry-level scientists compared to $14,000 for teaching. Industry needs a scientifically trained work force to survive and the teaching of science and math is of particular importance to high schools. Kent Higgens mentioned the Colorado Alliance for Science which has plans along these lines.

Business Commitment and Integration

Can corporate executives care about city schools if their children do not attend them? Frank Maccharola said that until the corporate executives' children live in the city and attend city schools, there is "no marriage--just an affair."

Spillane said, "my obligation is to provide the best possible education to the poor kids--the immigrants who speak 13 languages, the 40-50 percent from public housing, the 38 percent on AFDC. Although it is valuable to have diversity in the schools and to have business supporters whose children actually attend public schools, private sector involvement is crucial for business reasons: good public education is important to the whole community."

NEXT STEPS (cont)

Short Term or Permanent Collaboration?

Ralph Saul said that in his personal opinion the Philadelphia private sector's organized effort to provide schools funds and management assistance should eventually be liquidated. "It is a temporary, bridging activity," Saul said. Others argued how the relationship can be institutionalized.

Wallace, Superintendent of the Pittsburgh Public Schools, summarized the sentiments of many at the conference. "What has happened over the past four years in my city has been very useful, but very honestly folks, it's not enough. We have got to find more substantial ways--that will pervade over time--to help the public school system. The quality of life in our cities depends on the quality of public education. It depends on the extent to which the private and public sector can work together. If the educational system in this country is to survive, we need continuing help."

CITY PROFILES

For the following section, participants from each of the cities have provided information about their respective school system and collaborative efforts.

Statistics quoted in the city profiles ought to be used with caution. Definitions and collection procedures are different for each city. Our format does not allow a complete explanation of each statistic. Statistics are provided for illustrative purposes and are only roughly comparable between cities. Statistics on dropouts are particularly troublesome, since there is no agreement upon methodology.

All unemployment rates are annual 1982 figures for the city population quoted from state department of employment agencies.

ATLANTA

City Characteristics	Population	425,022
	Unemployment Rate	8.1%
School District Profile	Budget:	$200,000
	Total Enrollment	67,001
	High School Enrollment	22,368
	Ethnic Breakdown	Black 91% Other 9%
	Attendance Systemwide	93.3%
	High School Attendance	90.3%
	Dropout rate (annual)	4%
	Academic Progress	
	Reading: 53% at or above national norm Mathematics: 60% at or above national norm	

Collaborative History

The Atlanta Partnership of Business and Education, Inc. was founded to enhance the area's economic development and to improve education. These goals were conceived as inseparable by Atlanta Schools Superintendent, Dr. Alonzo A. Crim, who developed a "Community of Believers".

In 1980, Dr. Crim announced that by 1985 the Atlanta School System would be at or above the national norm in basic literacy skills as measured by the California Achievement Test. To reach the goal, he asked that every student in the Atlanta System be assured at least one personal advocate to motivate the student. The "Community of Believers" model strengthened belief in the worth and ultimate success of all students for the students and school staff. It was expected that the program would encourage business and college communities to invest considerable individual and collective resources in the schools.

ATLANTA Cont'd

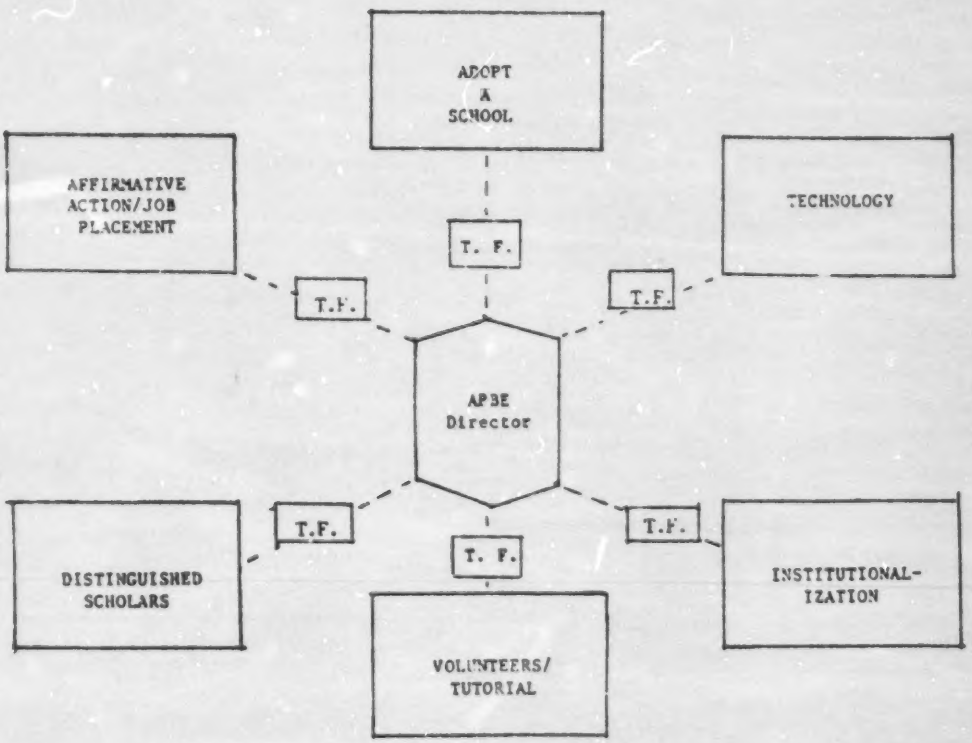
Collaborative Agreements and Goals

To enhance the economic development potential of Atlanta and to improve the standard of living of its people by raising the educational achievement of its citizenry.

By June 1985, the average standardized test results for Atlanta in the basic literacy skills would be at or above the national norm.

Collaborative Structure

The Atlanta Partnership of Business & Education, Inc. is the primary link between the business community and the Atlanta Public Schools. Through this organization, 200 businesses directly participate in instructional programs; 19,000 businesses are affiliated indirectly through various civic/service agencies; 150 religious organizations provide tutorial assistance; 900 adult volunteers work with schools in various ways; and 18,000 parents demonstrate their commitment to schools via membership in the PTA.



T.F.= Task Force APBE=Atlanta Partnership of Business & Education, INC.

PROGRAM CHART

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ATLANTA Cont'd

Collaborative Efforts

Education Fund	Funders is a component of the Technology Program whose purpose it is to procure funds to support the Partnership's current program and to allow future expansion of the activities.
Teaching, Learning and Curriculum	Volunteer Tutorial through the program s adult volunteers has contributed more than 100,000 hours each year to the Atlanta School System. Distinguished Scholars Program--Several metropolitan Atlanta school superintendents are collaborating at Georgia State University directed toward improving the effectiveness of school administrators in the metro Atlanta area. This was step one toward a metro assessment center. The National Association of Secondary School Principals approved a proposal by Dr. Joseph Richardson, Director of the Bureau of Research and Service at Georgia State University effective May 16, 1984. The approved assessment center for assisting public school administrators will be in operation at Georgia State University beginning in the Fall Quarter, 1984.
Jobs and Training	Affirmative Action/Job Placement--assists students at the bottom quartile of the senior class find employment opportunities. The Technology Program enhances the economic development of Atlanta through the collaborative efforts of private business, public schools and higher education. The goal is to develop a skilled workforce which meets Atlanta's technological needs and attracts high technology industries to the Atlanta area.
Partnerships	Adopt-A-School allows an organization or group of organizations to adopt a school or program within the school system. The adoption matches the identified needs of the school or program with resources in the business community. To date, 100 different schools and/or school programs were sponsored by one or more organizations. Institutionalization Program The three objectives for 1983-84 in this program dealt with relocation of the Partnership office to a university campus; securing of national foundation funding to assist programs; and operation, and development of training modules, through cooperative efforts with colleges for teachers and students.

BALTIMORE

City Characteristics	Population	786,755
	Unemployment Rate	11.4%
School District Profile	Budget $326,926,001	
	Total Enrollment	128,872
	High School Enrollment	12,811
	Ethnic Breakdown	Non-white: 79% White: 21%
	Attendance Rate Systemwide:	85%
	Dropout Rate (annual)	9.7%
	Academic Progress Reading--all students except 5th and 8th grades at or above the national norm. Mathematics--all students at or above the national norm.	
Collaborative History	Between 1959-1975 six different Superintendents were appointed. In 1963-64 Superintendent Brain asked for assistance from the PTA, businessmen, civic, and other community organizations to help the troubled school system. However, no action was taken on the recommendations made by the Citizen School Advisory Board due to the superintendent's resignation a month later. In 1976 Superintendent Crew and Mark Joseph, President of the Board of School Commissioners, opened lines of communications with the business community and an Adopt-A-School Program was started.	
Collaborative Agreements and Goals	The Adopt-A-School program seeks to encourage innovative and creative approaches to educating Baltimore City Public School students.	
Collaborative Structure	There is no formal intermediary organization in Baltimore to act as a link between the school system and the business community. However, the Greater Baltimore Commitee has acted as an intermediary organization. The School system runs the Adopt-A-School program.	

BALTIMORE Cont'd

Collaborative Efforts

Education Funds	The Fund for Educational Excellence raises funds from private sources and offers grants which allows teachers, principals, parents, students and the community to carry out innovative and creative programs and projects.
Jobs and Training	Harbor Learning Center offers students who have dropped out of school experience while attending school. Students participating in this program attend school for two weeks and then work for two weeks. The Engineering Pipeline provides minority and female students with information about how they can enter the engineering field. Project Growing Opportunities matches schools with individuals to talk about requirements for particular careers.
School System Management	The Greater Baltimore Committee conducted an in-depth study of management and organization of the school system and made recommendations. The Greater Baltimore Committee Task Force on School Finance assisted the school system in implementing a school site budget system. This project will be piloted in seven schools during the fiscal 1985 school year.
Partnerships	Adopt-A-School Businesses adopt a school and contribute time and money. The primary goals are to improve student achievement levels in reading, writing and arithmetic and to help motivate students to take advantage of the opportunities the school offers. Currently 23 elementary, middle and junior high schools have been adopted.

BOSTON

City Characteristics

Population	562,984
Unemployment Rate	9%

School District Profile

Budget	$247,000,000
Total Enrollment	54,912
High School Enrollment	16,991

Ethnic Breakdown	
Black	48%
White	28%
Hispanic	16%
Oriental	7%
Native American	1%

High School Attendance	83.8%
Dropout Rate (annual)	14.5%

Academic Progress	Reading	Math
Ninth grade	46%	42%
Tenth grade	40%	40%
Eleventh grade	44%	46%

All scores ar expressed as percentage of National Norms on Standard Achievement Tests. Reading scores are up 4 to 8 points over 83 level.

Collaborative History

The Boston Compact. In September 1982 Boston Public Schools signed an agreement under which the business community pledged job opportunities and the schools pledged to make measurable progress in attendance and achievement. The schools and the universities have since signed a parallel agreement.

Collaborative Agreements and Goals

The Compact is two agreements--one with the business community and one with the post-secondary education community.

For each agreement, the Boston Public Schools have agreed:

- to improve daily attendance by 5%/year and reduce grade 9-12 drop-out rate by 5%/year;
- to produce graduates who are minimally competent in math and reading by 1986;
- to improve college placement rates by 5%/year; and
- to improve job placement rates by 5%/year.

BOSTON Con't

The business agreement commits private industry through the Boston Private Industry Council (PIC) to:

	82 status	83 goal	83 results	84 goal
• expand in school job program	3 schools	6 schools	9 schools	11 schools
• recruit companies for priority hiring	0	200	300	400
• hire seniors	0	400	415	600
• arrange summer jobs for continuing students	772	1000	1181	1500

The university agreement commits 25 institutions to:

- enroll 25% more BPS graduates over the next five years through expanded awareness, information, and counseling services;
- help BPS strengthen its college prep curriculum;
- increase financial aid opportunities; and
- improve their own retention efforts.

Collaborative Structure

Local School Planning Teams are being developed at each school to define needs ans strategies for each goal area. Lead by the Headmaster and Development Officer, each team should include department heads, faculty, university and business reps, community agency leaders, cultural institution partners, parents, and students.

- Work Groups are being established to address topics in six areas. Their mission is to assist schools during the implementation of their plans. Co-chaired by a senior BPS official and a leader from an appropriate external agency, these groups are essentially resource providers based on local school needs as defined in their planning documents. Work Groups are addressing the same goal areas as the school plans (attendance and drop-outs, academic preparation, college opportunities, and job opportunities) and, in addition, looking at progress toward goals (research and evaluation) and the inclusion of special population groups (access and advocacy).

- A Steering Committee which meets monthly provides oversight and direction to the Compact. Co-chaired by Bob Peterkin (Deputy Supt./BPS) and Frieda Garcia (Exec. Dir./United South End Settlement Houses), members include reps from all appropriate collaborating agencies--BPS, community agencies, city government, the BTU, businesses, universities, cultural groups, parents, and students.

- Situated in the middle of all this is The Compact Office. Staffed by four full-time staff (one Program Manager, one Staff Assistant, and one Secretary) and two part-time workers (one consultant and one on loan from city government), the mission of the Office is:

  - o to support the local school planning teams,
  - o to support the work groups,
  - o to provide for public information, and
  - o to raise funds to support the implementation of school plans ("school grants").

Collaborative Efforts

Education Funds

The Boston Plan for Excellence in the Public Schools is a new public education trust established to support innovation in the public schools. The plan's first program is a School Grants program, begun with a $1.5 million endowment gift from Bank of Boston. Other programs in the planning stage include a Teacher Fellowship program and a Student Advisory and Scholarship Program.

Jobs and Training

The Jobs Collaborative, as part of the Compact, oversees three Boston youth employment efforts:

- Job placement, counseling, and follow-up of Boston Public School graduates (In 1983, 400 graduates were employed as part of the Compact agreement.)

- In-school job counseling, placement, career education component presently operating in nine high schools, with plans for expansion to 11 schools by the fall, 1984.

- Boston Summer Jobs Program provides summer jobs to Boston Public School students. (In 1984, 1500 youth will be placed in jobs.)

BOSTON Cont'd

Partnerships	The Tri-Lateral Council for Quality Education has coordinated partnerships between Boston's 17 public high schools and 25 major businesses in the city for the last ten years. Activities of the partnerships include curriculum and program development, staff developoment, job training and employment. Individual School-Business plans are developed in collaboration with school compact planning teams. The Council helps partnerships plan and evaluate programs, as well as develop new pairings. The Boston School Volunteers manages a large voluntary program throughout the school system. The Chamber of Commerce has two scholarship programs, and many other organizations are engaged in school assistance.

CLEVELAND

City Characteristics	Population	573,822
	Unemployment Rate	15.7%
School District Profile	Budget	$535,768,153
	Total Enrollment	75,832
	High School Enrollment (May 31, 1984)	14,057
	Ethnic Breakdown	Black 68.7% White 26.0% Hispanic 4.1% Asian .9% Amer. Ind. .3%
	Attendance Rate Systemwide:	85.8%
	High School Attendance (est):	78.7%
	Dropout rate (1982-83):	5.6%
	Academic Progress (1982-83) Grades 7-12	Decline of at least 6% in proportion of below average comprehension scores and a concurrent rise in above average scores.

Collaborative History

Through its University, Business, and Cultural Division the Cleveland School District came into full compliance with a 1976 remedial court order to provide access to resources, i.e., substantial assistance to children and staff of schools. Central to fulfilling the court order was the Adopt-A-School Partnership program.

In the same year, The Center for Corporate Involvement in the Cleveland Public Schools was formed as a clearinghouse to plan, develop and implement corporate involvement programs.

In 1981 and July, 1983 the Cleveland Growth Association surveyed the nation's 50 largest urban centers to determine the range and scope of cooperative efforts undertaken in their communities. The study documented acceptance of the business sector's contribution and demonstrated that successful programs use a clearinghouse, like the Center for Corporate Involvement, to guide corporate/school efforts.

CLEVELAND Cont'd

Collaborative Agreements	Over the next three years, the University, Business, and Cultural Division's objective is to establish at least one Adopt-A-School Program/Partnership for each of the district's 18 magnet and comprehensive high schools and 23 junior high schools and to increase the number of elementary schools participating in corporate sponsored programs. The Center for Corporate Involvement hopes to improve the quality of education in Cleveland by: • Providing corporate involvement on a systemwide basis in areas which include but are not limited to: Expanded Business Management Advisory Service Development of Business/Education Partnerships at Classroom Level Comprehensive Community Relations Programming Federal and State Government Relations • Providing corporate involvement in individual schools drawing from the national experience of related concepts.
Collaborative Structure	The Adopt-A-School Partnership is developed in a manner that acknowledges decentralized communities of administrators, teachers and students. Participating corporations assist the Division's director in managing the program. For example Ernst & Whinney established a computerized program for the schools. The Center for Corporate Involvement's 13 member board includes representatives from the Growth Association, the School Board and the Superintendent. The board meets once a month and plays an active role in supervising the operations assessment. Center staff include a director, and two support people as well as the paid consulting services of Coopers and Lybrand. The Center's budget includes Growth Association funds, a limited number of corporation foundation funds, and funding from some local foundations. The 1983 budget was approximately $200,000.

CLEVELAND Cont'd

Collaborative Efforts

School System Management

At the Board of Education's request, the Center for Corporate Involvement has assisted in a three-year program to improve systemwide noneducational business operations as a top priority. The first phase of the Center's involvement with the schools was an overall preliminary assessment conducted by Coopers & Lybrand of business and financial operations, organization and personnel, data processing, transportation, and facilities. In the second phase, Coopers and Lybrand are reviewing the results of three in-depth studies with school officials. A third phase will involve assisting the school district to implement and recommend priorities for further study. With the cooperation of the Superintendent and his staff, the Center has also successfully recruited and coordinated the efforts of both volunteer executives and professional consultants to assist in improvement efforts.

To date, help has included:

1. Development of a long-range data processing plan by Coopers & Lybrand.

2. Comprehensive study of the Treasury Department's organization and operations by volunteer executives.

3. A payroll/personnel study.

4. A fourth study of the business department has been requested.

Additionally, volunteer executives have worked with the Superintendent's assistant, and his Internal Management Assistance Team to improve the effectiveness of property and workmen's compensation insurance, facilities management and public relations.

The Center with the assistance of the Insurance Board of Greater Cleveland assisted the Schools in evaluating its insurance program. Following a review of the School System's entire portfolio, major changes were effected, which resulted in significant cost savings to the District.

CLEVELAND Cont'd

Partnerships	At the conclusion of the 1983-84 school year approximately Cleveland area corporations and three hospitals were actively participating in one or more Adopt-A-School/Partnership Programs. Fifty civic organizations, 18 colleges and universities, three government agencies, four foundations, and 38 cultural organizations also participated. The Cleveland partnerships involve orientation, coordination and development of operational plans for each partnership. A participating company holds a forum at the end of each year. Representatives from all corporate and school teams share the strengths and weaknesses of their programs. The entire group develops a plan for the subsequent school year. Student participation ranges from entry level employment preparation to internships in bridge building and rocket and fuel system development.

DENVER

City Characteristics	Population	492,365
	Unemployment Rate	7.0%
School District Profile	Budget	$224,606,806
	Total Enrollment	58,424
	High School Enrollment	14,472
	Ethnic Breakdown	Anglo/other 38.9% Spanish name 33.7% Black 22.6% Oriental 3.8% Indian 1.0%
	High School Attendance	Between 88-92%
	Dropout Rate (Annual)	8.7%
	Academic Progress	Above the national norm on all CTBSK scores at 2, 5, 8, 11 grades

Collaborative History

Adopt-A-School began in 1977 under the auspices of People Let's Unite for Schools (PLUS), a coalition of 49 community organizations formed in 1974 to promote a more positive climate following court-ordered busing. The first year of funding was provided by the Emergency School Aid Act (ESAA) to develop a model program for business/school cooperation. During 1977-78, ten businesses and one community organization adopted six Denver Public Schools. Over the past seven years about 103,000 students have participated in these programs. In 1983-84 31 businesses/organizations and 30 of Denver's 109 schools participated.

Collaborative Agreement and Goals

Objectives for 1983-84 include:

- Expansion, implementation, and maintenance of Adopt-A-School partnerships.
- Facilitation of maximum use of business and community resources to better equip students with skills and information to prepare them for jobs or higher education.
- Promotion of career education programs.
- Coordination of seminars to raise students' consciousness and self-esteem through successful role models; to impart communication and leadership skills; and to provide tools for addressing conflict.
- Development of techniques to motivate students to take advantage of learning opportunities and to stay in school.

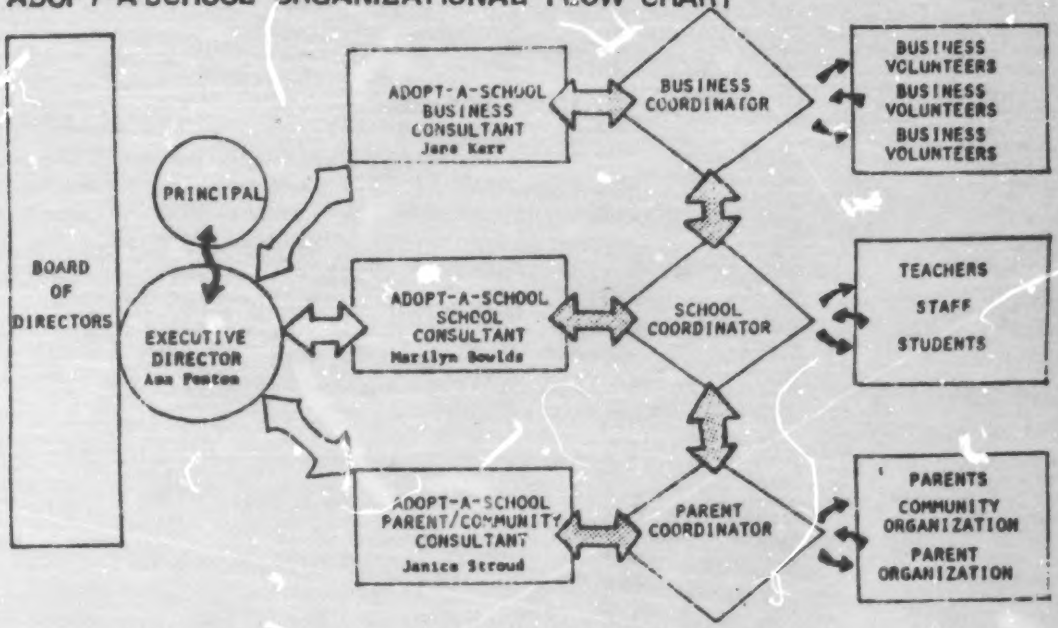
- Assistance in improving basic skills
- Increasing awareness and commitment of business and parents to Denver Public Schools by involving them in the education process.

Collaborative Structure

Adopt-A-School is an independent, nonprofit organization. Its Board of Directors includes 12 representatives of business, the parent community, and the school district. The Board meets quarterly. Five members of the executive commitee meet monthly.

Five full time staff include school business and parent consultants who work with coordinators in the schools. Each project involves constant planning, followup and on-going evaluation.

ADOPT-A-SCHOOL ORGANIZATIONAL FLOW CHART



A $250,000 budget was raised in 1983-84 from corporations and foundations. Commercial entities participating in Adopt-A-School partnerships contribute an annual partnership fee. The fee for 1983-84 was $2,000.

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DENVER Cont'd

Collaborative Efforts	
Jobs and Training	Adopt-A-School staff plan, implement, and evaluate leadership conferences, workshops, career expositions and symposia. They also coordinate the "shadowing" program for high school students who wish to spend a day on the job in a particular career interest area. In 1983-84, about 184 senior high school students participated in shadowing; 170 students from two schools participated in "Survival 84" workshops for seniors to share information on personal finance, goal setting, and getting a job.
Partnerships	Adopt-A-School staff respond to the interest of school principal, staff or parents in elementary, middle and high schools. If a majority of school staff are committed, they conduct a needs assessment and solicit appropriate business involvement. In some instances one business is paired with one school; other schools are adopted by several businesses. School and parent coordinators are selected; orientations are conducted for both school and business participants; letters of commitment and a statement of common goals and objectives are exchanged. The Adopt-A-School staff evaluate the program using the objectives, the numbers of students served, and volunteers involved. They use some pre and post-testing.

MEMPHIS

City Characteristics	Population	623,988
	Unemployment Rate*	9.6%
School District Profile	Budget	$211,838,317
	Total Enrollment	107,000
	High School Enrollment	20,343
	Ethnic Breakdown	Black 76%
		White 24%
	Attendance Systemwide	94%
	Dropout Rate (Annual)	3.3%
	High Schoold Attendance	91%
	Academic Progress	
	Reading: 54% at or above norm Mathematics: 66% of students at or above the national norm.	

Collaborative History

Following court-ordered desegregation, white student enrollment dropped by 30,000. Soon after his appointment as Superintendent in 1970, Dr. Willie Herenton responded to City Council criticism of school management practices by inviting members of the business community to examine school administrative systems. Future Memphis, Inc., comprised of the top hundred businesses in the city, responded to the Superintendent's challenge by funding a blue-ribbon committee. The Superintendent responded to the Committee's report with a plan of action to correct the few documented deficiencies and a request to the Memphis Rotary Club to make improvement of education a major priority. As a result, the Adopt-A-School program began in Memphis.

In 1983 Governor Lamar Alexander started the Jobs for Tennessee Graduates Program in three Memphis high schools.

Also in 1983, Project Dropout was initiated by the Memphis City Schools to counsel students who withdrew from the school system during the 1982-83 school year to return to an educational or training program, work opportunities, or military service.

*County unemployment rate

MEMPHIS Cont'd

Collaborative Agreements and Goals	No specific agreements on goals now exist between the school district and the business community.
Collaborative Structure	Collaborative efforts between the school system and business community in Memphis are organized through an informal network, rather than a specific intermediary agency. Leadership in the business community has emerged through the Memphis Club and Future Memphis, Inc.
Collaborative Efforts	
Jobs and Training	Jobs for Tennessee Graduates is the Memphis Jobs for America's Graduates Program. The goal of this program is to reduce the dropout rate of the school system by encouraging high risk students to complete requirements for a high school diploma as well as to smooth the transition of these students from school to work by assisting graduates in securing full-time employment. 1982-83 program results indicated that 1,452 students participated in the program. The placement rate was 85%.
Partnerships	Adopt-A-School started in 1979. It links participating businesses, civil groups, religious organizations, military installations and higher education with individual schools. Each adoption is developed based upon the needs of the adopted school and the identified human resources within the adopting group. All of the 154 public schools have been adopted by one or more groups, totalling 175 adoptions.

City Characteristics

Population:	7,071,639
Unemployment	9.6

School District Profile

Budget, 1983-84		$3,250,000,000
Total Enrollment		926,000
High School Enrollment		
Academic HS		220,721
Vocational HS		35,896
Alternative HS		16,424
Ethnic Breakdown	Black	38.5%
	Hispanic	31.8%
	White	24.8%
	Asian/Pacific Islanders	4.9%
	Alaskan Natives	0%
Attendance Systemwide ('82-'83)		85.1%
High School Attendance		79%
High School Dropout Rate (4 year estimate)		38.4%

Academic Progress

Percent of Pupils passing RCT Reading (Regents') increased from 84.9%, 1982 to 87.0%, 1983. Math was up 41.1%, 1982 to 47% in 1983. Spring, system-wide Calif. Achievement Tests: Reading, 52.9% at and above grade level.

Collaborative History

Since 1979 an increased emphasis on business/school collaboration in New York City produced substantial school outreach efforts and the formation of coalitions. In 1979, for example, the New York City Partnership, Inc. was created, a city-wide coalition of businesses, institutions of higher education, civic groups and nonprofit organizations. Its structure and mission is to make New York City a better place in which to live, work, and conduct business. In 1982 the Partnership's 120-member Board of Directors formed an Education Committee.

An example of the scope of school/business collaboration in New York City is the annual Summer Jobs Program initiated in 1981 by the Partnership. The School District, the Partnership, the New York City Department of Employment, the City University of New York, the State Department of Labor, the Private Industry Council, community-based organizations, and Philip Morris Inc.--the host corporation for 1983--found 19,798 summer jobs for New York City's economically disadvantaged youth. The students earned more than $15 million and 89 percent of the employers requested Summer Jobs workers for 1984.

Collaborative Agreements and Goals

Chancellor Quinones has emphasized that business/school collaboration will be undertaken as part of the effort to raise achievement and holding power in New York City schools. The Chancellor intends to enlist support from the private sector, unions, colleges and community-based organizations. He aims to "forge multiple alliances linking the rich resources of our city to each school in our system."

Coalitions like the Partnership seek to reduce unemployment and assist schools in providing a work force trained to meet emerging job patterns. While 162,400 jobs were created between 1977 and 1982, only 45,000 went to New York City residents. Young people, in particular, were affected by unemployment.

Collaborative Quasi-Decentralized Structure

The New York City School District is a system with a myriad of collaborative relations. District superintendents coordinate business resources aimed at grades K-8. The high school division initiates private sector collaboration grades 9-12. The school system cooperates with many organizations and individual corporations. Outstanding examples are the New York Partnership, the Private Industry Council, the New York Alliance for Public Schools, and the New York Urban Coalition.

Collaborative Efforts:

Education Funds

Within the last year the New York City Board of Education has established a fund to expedite private sector contributions to the school system or individual schools. This fund has 501 C-3 status. It acts as a clearinghouse, and its trustees meet regularly to allocate funds.

Teaching, Learning, and Curriculum

The IMPACT II program funded by the Exxon Education Foundation identifies, supports, and documents exemplary teacher-developed programs and awards grants to teachers who wish to disseminate and replicate those programs. The $137,774 project supports teacher-to-teacher networking, the dissemination of informational and instructional material, and technical assistance to school districts throughout the country who wish to adopt the program.

The Academy of Finance is sponsored by the New York City Board of Education and six financial services firms. It is designed to provide educational and vocational opportunities while creating a pool of qualified employees for the city's financial services industry. The Academy started two years ago as an experiment with thirty-five students in a Brooklyn high school. Approximately 250 students in five high schools take classes over a two-year period in banking, accounting, insurance, economics, data processing, and financial planning. They also participate in summer internships in financial services firms. The program was initiated by Shearson/American Express with $100,000. The five additional firms have contributed $200,000. Private sector funding has been matched by the Board of Education for teachers' salaries and administrative expenses. One goal of the project is the development of a separate Academy of Finance High School in New York.

Jobs and Training

A companion program to the Summer Jobs Program described above is the New York City's Schools Cooperative Education program. The 1983-84 enrollment was 16,044. Students earned $30,000,000 city-wide. The program's dropout rate was less than 4 percent.

School System Management	Chase Manhattan Bank made a $215,000 grant in 1983-84 to a two year old program designed to improve the effectiveness of high school principals as curriculum and instruction leaders. Principals are also trained as managers. The New York Alliance for Public Schools, manages the Principal as Curriculum Leader" project.
Partnerships	The Join-A-School program, which is co-administered by the Board of Education and the Partnership, establishes relationships between corporations and high schools. Partnerships are not new to New York City and several projects like the Partnerships have been in operation for some time. Plans are underway for ten new pairings in 1984-85. Corporations provide mentors for students and work experience. They are encouraged to become involved in redesigning the New York City high schools. Chief executive officers from the Partnership Board actively recruit business involvement for the schools. Workshops are conducted for principals and corporate participants to acquaint each group with the opportunities and demands of the other.
	In this description we have been able to list only a few of the numerous programs shared by business and schools in New York City. The examples were chosen to illustrate the many types of involvement.

PHILADELPHIA

City Characteristics	Population	1,688,210
	Unemployment Rate	8.9%
School District Profile	Budget, 1984-85	$786,000,000
	Total Enrollment	202,469
	High School Enrollment	63,729
	Ethnic Breakdown	Black 63.4% White 25.8% Hispanic 8.4% Other 2.4%
	High School Attendance	78% (55-90+ range)
	Dropout Rate (Annual)	11%
	Academic Progress	By 12th grade: 27% at or above median 33% below 16th percentile. Calif. Achievement Tests

Collaborative History

Shortly after Superintendent Constance Clayton was appointed in October 1982, the Rockefeller Foundation chose Philadelphia to receive a humanities grant for Philadelphia Alliance for Teaching Humanities in the Schools (PATHS). The grant, which also involved substantial funding from Pew Memorial Trust and Philadelphia corporations, was a catalyst for the founding of The Committee for Support of the Philadelphia Public Schools in September, 1983. The Committee is an arm of the Greater Philadelphia First Corporation and its Urban Affairs Partnership, an umbrella civic agency whose members are the top 25 corporations in Philadelphia.

Collaborative Agreements and Goals

The Committee's action agenda for 1983-84:

- To provide management assistance from knowledgeable private sector executives in priority areas requested by the superintendent--primarily human resource management.
- To assess long-range financial needs of the schools and begin implementing plans to meet them.

PHILADELPHIA Cont'd

- To galvanize and coordinate private sector resources in support of educational initiatives in three priority areas: the humanities, math/science, and education for employment.

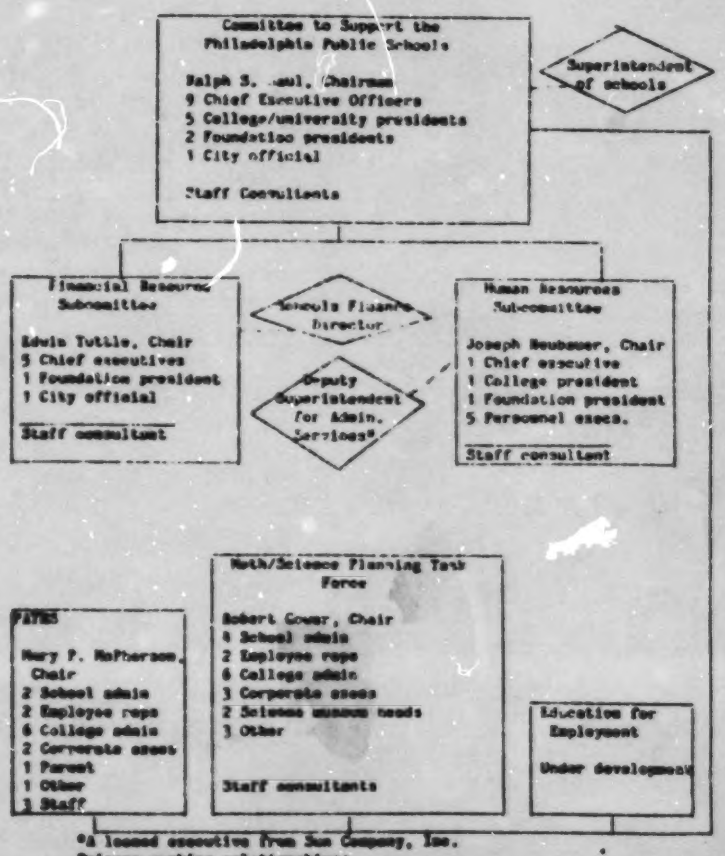
The Committee limits its efforts to those which can promote systemwide change while meeting priorities of the Superintendent.

Structure

The Committee includes chief executives of major companies, presidents of colleges and universities, and heads of two major foundations. The Committee meets at least once every two months with the Superintendent. Approximately 75 corporate executives, college or university personnel as well as school administrators participate in five subgroups.

The Committee's 1984 budget is $510,000, provided by Philadelphia corporations. In addition, the Committee has secured three-year funding of approximately $2 million from foundations and corporations for initial funding of PATHS.

PHILADELPHIA COLLABORATIVE
TABLE OF ORGANIZATION



*A loaned executive from Sun Company, Inc.
Primary working relationships:————
Organizational lines: - - - -

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PHILADELPHIA Cont'd

Collaborative Efforts

Education Funds

The Financial Resources subcommittee is conducting an intensive examination of long-range financial needs of the school district (FY 86-88). The group will report its recommendations for meeting anticipated revenue gaps through a combination of economies and new revenues.

Teaching, Learning and Curriculum

Philadelphia Alliance for Teaching Humanities in the Schools (PATHS) is now spinning off as a nonprofit corporation to provide staff development and an enriched educational program in the humanities through involvement of universities, cultural organizations, and businesses with the schools. The $2 million, three-year budget includes the following initial program components:

- A $100,000 a year "mini grants" fund for outstanding programs designed by teachers or school faculties, with a humanities emphasis.
- A major emphasis on the teaching of "writing across the curriculum," through involvement of college and university faculty and School District staff in extensive curriculum and staff development activities over three years.
- Promote use of outside resources. This year 15 successful authors have taught their writing specialty to 130 high school students after school.
- A wide range of subject-matter symposia and workshops.

The Math/Science Initiative is being planned by a broad-based committee of corporate, university, museum and school district personnel. Elementary science will be the top priority. Staff development and a second science and math mini-grants program will be available for all teachers. The plan calls for extensive use of museums, corporate facilities and personnel, and teacher-industry exchanges.

PHILADELPHIA Cont'd

Jobs and Training	The Education for Employment Committee has provided financial support for the marketing effort needed to expand the High School Academies program, a small, highly effective program in which industries help run "schools within a school" for career-oriented students. Academies serve 10th through 12th grade students in a work/study curriculum keyed to a particular industry (electronics, health care, automotive, business services, etc.). By 1987, the current six academies serving 600 students will expand to a larger number serving 1,500 by 1987. The Committee tentatively is anticipated to support a major study of the School District's career and vocational education needs beginning in the fall of 1984.
School System Management	The Human Resource Management subcommittee composed primarily of ranking personnel executives is overseeing a major study and overhaul of the School District's personnel management practices. To date, the committee has used an assessment by Hay and Associates to examine and design: • An employee benefits program • Selection and training of principals • Feasibility of an early retirement program • Participation of selected school district managers in corporate management training programs.

PITTSBURGH

City Characteristics	Population		423,938
	Unemployment Rate		10%
School District Profile	Budget		$212,825,000
	Total Enrollment		41,855
	High School Enrollment		14,732
	Ethnic Breakdown	Black	51.5%
		Other	49.5%
	Attendance Systemwide		89.2%
	Dropout Rate (annual)		7.1%

Academic Progress

Elementary: 65% at or above national norm
Middle: 53% at or above national norm
High: 49% at or above national norm

Collaborative History

The Allegheny Conference on Community Development was founded in 1943. In 1978 the Conference turned part of its attention to the public schools, beginning with support for an annual report for the school system and the development of a community communications guide. In that year, the Allegheny Conference Education Fund was established after prolonged discussion with school board and administration leaders.

The Allegheny Conference Education Fund was created to:

- o build links between the school and the city's business, government, civic, and foundation leaders
- o increase community confidence in an urban school system
- o channel a limited pool of private dollars into a range of efforts to support the schools.

The Allegheny Conference on Community Development, which initiates and administers the Fund, is a privately supported nonprofit organization through which leaders of Pittsburgh's major corporations work for the betterment of the city and its surrounding region. Since its inception, the Conference has traditionally been most active in areas of economic development and downtown renewal.

In the five years of the Fund's existence, Pittsburgh's private sector has had public education on its agenda. Public perceptions of the schools have improved. Perhaps most importantly, specific program initiatives assisted through the Fund are now being augmented by broader improvements throughout the school system.

Collaborative Agreements and Goals

Major goals are:

- Reduce the isolation of the school system from the business and civic communities
- Improve public information leading towards an improved image of the public schools
- Improve student achievement, staff development, and cost effective management

Collaborative Structure

The Allegheny Conference on Community Development provides the primary link between the business and civic communities and the Pittsburgh Public Schools. The organization is governed on a day-to-day basis by an executive committee consisting primarily of chief executive officers of Pittsburgh's major corporations. The Education Fund is one of its activities and its components are supported by an Education Committee and a Mini-Grant Review Committee.

Collaborative Efforts: Education Funds

The Allegheny Conference Education Fund raises money from major corporations and foundations in the city of Pittsburgh and its surrounding region to support innovative and creative programs in schools, whether invited by the community, school administration, the teachers' union, or the Fund itself. Since 1979, this Fund has raised approximately $750,000 for special initiatives in support of the schools. Additionally, the staff helped the school system secure an additional $1,500,000 by assisting the superintendent's office with contacts to appropriate local and national funding sources.

For example, the Allegheny Conference Education Fund supported the program, Education-in-Residence Series, where prominent figures in the field of education are brought to Pittsburgh to discuss critical issues facing public education. This effort is intended to improve the image of public schools, and develop strategies for improving low-achieving schools and school desegregation.

Teaching, Learning, and Curriculum	Mini-Grant Program offers small mini-grants on a competitive basis with the goal of encouraging teachers to carry out innovative projects with their students. Approximately $20,000 is distributed annually to Pittsburgh Public School teachers in grants averaging $400 each. Funding for this program is provided by the Allegheny Conference Education Fund. The Allegheny Conference Education Fund also helped to secure planning and development monies for the district's M.A.P. program (Monitoring Achievement in Pittsburgh) and is in the process of raising private dollars for special support of the Schenley High School Teacher Center effort.
School System Management	The Public Information Program assists the school system and the teachers unit in efforts to inform the community about changes occurring in the school system, such as desegregation, reorganization and magnet schools. The result of this assistance has led to the production of brochures, posters, slide presentations, and television and radio spots to make the community aware of the activities of the school system. Funding is provided by the Allegheny Conference Education Fund. Other Services like the Education Fund, the Greater Pittsburgh Chamber of Commerce, and Carnegie-Mellon University have also provided the superintendent with assistance around issues related to executive compensation, transportation management, program organization, and management information system development.
Partnerships	The Partnerships in Education Program (a joint activity of the Allegheny Conference Education Fund, the Board of Public Education, and the Greater Pittsburgh Chamber of Commerce) links 17 companies and private nonprofit organizations with middle and high schools. Each pair develops its own cooperative relationship consistent with the partner's individual needs and resources. Reizenstein Consortium is a coalition of parents and concerned local leaders. The Consortium was formed as a community initiative with a clearly defined goal--to insure the success of the newly-opened Reizenstein Middle School which was bringing together students from diverse racial and economic backgrounds. The Consortium supported its first several years of work through private foundation grants and limited one-time federal assistance grants. The organization subsequently received funding from the Education Fund because its activities, which were gradually being expanded from Reizenstein to other middle schools, held the potential for replication throughout the system. The Education Fund provided support for the transition from a privately financed one-school effort to a Board of Education supported district-wide program.

Arts Education: A recent development in the area of arts-in-education is typical of the role the fund is now able to play on behalf of the schools. Early discussions between Fund staff members and interested community leaders resulted in the formation of an art-in-education committee. The committee commissioned a brief review of the district's existing arts programs and published a directory of community arts resources for distribution to every teacher in the system. Having completed these activities, the committee expanded its membership and approached the School Board with the offer of raising private funds to support a consultant for one year to develop a comprehensive plan for increasing the effectiveness of the district's many but fragmented arts offerings. With funding and strong leadership from the local community foundation, the final report has been completed and the School Board has hired a full-time arts coordinator to implement the plan.

Other Activities

Not all of the Fund's efforts have been directed toward specific program areas. Some of its most important work has been in the capacity of broker and informal adviser. The following examples give some indication of the range of nonprogrammatic initiatives undertaken through the Fund:

Advisory Committees: Staff members of the Education Fund have served on and chaired advisory committees concerned with a host of issues, including desegregation, magnet schools, communications and vocational eduction. The Fund has also provided the superintendent's office with recommendations for and access to business representatives for service on various committees.

Public School Advocacy: Representatives of the Fund have spoken actively in support of the public schools, both informally with Pittsburgh's civic leaders and in formal speaking engagements.

Discretionary Funding: Small, ad hoc grants have been important in assisting the school superintendent and advancing Education Fund strategy. For instance, the Fund has hosted luncheons to bring together key individuals and has provided the superintendent with funds to cover some costs of monthly principals' meetings. Additionally, the Fund has provided money to assist a citizens' interest group, the Pittsburgh Council on Public Education, in publishing and more broadly distributing its newsletter.

Special Events: The Fund and corporate contributors contacted by its staff have hosted numerous special events such as a luncheon at the conclusion of elementary school accreditation and receptions to honor mini-grant teachers and partnerships in education coordinators. These events provide opportunities to demonstrate business goodwill for the schools and to encourage contact between teachers, administrators and members of Pittsburgh's business and foundation communities.

SAN DIEGO

City Characteristics	Population		875,538
	Unemployment Rate		9.3%
School District Profile	Budget	$322,406,002	
	Total Enrollment:		110,095
	High School Enrollment:		27,500
	Ethnic Breakdown:	White	49.1%
		Hispanic	19.6%
		Black	15.9%
		Asian-American	15.2
		Alaskan/Indian	0.3%
	High School Attendance		92.35%
	Dropout Rate (annual)	Not Available	
	Academic Progress	Reading all schools: 50th percentile. Language all schools: 59th percentile Mathematics all schools: 64th percentile	

History

District enrollment began its decline about 1969. Court-ordered desegregation was implemented through voluntary movement of students beginning in 1977. In 1978, Proposition 13 was approved by California voters, limiting the ability of local governments to levy property taxes and, in effect, transferring school finance responsibility to the State. As a result, the school system was forced to make massive budget cuts during the 1980-81, '81-82, and '82-83 school terms. In the spring of 1982, the Business/Education Partnerships Program was created and a full-time staff director was hired. Dr. Thomas Payzant became Superintendent of San Diego City Schools in November 1982. By the 1983-84 school year, district enrollment had reversed its decline and begun to increase slightly.

SAN DIEGO Cont'd

Collaborative Agreements and Goals	No specific agreements on goals now exist between the school district and private sector groups. The Education Committee of the Greater San Diego Chamber of Commerce lists the following Goals for 1984: 1. Support the magnet and career school element of the San Diego Unified School District's Voluntary Integration Plan. 2. Encourage the business community to participate in the Business/Education Partnerships Program and other programs which will enhance the business/school connection. 3. Monitor the membership composition of the statewide higher education governing boards to ensure the San Diego area's representation on those boards. 4. Participate, as appropriate, in San Diego Unified School District and Community College District budget and financing process, including management of surplus facilities. 5. Study legislation and long-range school finance issues at the state and federal levels, and develop positions when advisable.
Structure	Business/Education Partnerships staff is employed by the city school system. Collaborative efforts between public education and business in San Diego are organized through an informal network, rather than a specific intermediate agency. Leadership in the business community has emerged through the Greater San Diego Chamber of Commerce, especially its Education Committee, from involvement in Project Rainbow (see below) and from the participation of US Navy commands in business partnership programs. In San Diego the US Navy is a major source of career education and career training opportunities.

SAN DIEGO Cont'd

Collaborative Efforts

Teaching, Learning, and Curriculum

EXCEL, the Corporation for Excellence in Public Education, is a non-profit, private corporation dedicated to stimulating and rewarding excellence in public education in San Diego. EXCEL's first project will provide mini-grants for teachers; approximately $10,000 is expected to be raised and disseminated this year.

ELEMENTARY COUNSELING CENTER PROGRAM is a project of the Kiwanis Club of San Diego, with assistance from other local Kiwanis Clubs, to support counseling programs in elementary schools with financial support, trained volunteers, and advocacy in the community for preventive guidance programs.

ACADEMIC COMPETITION is an ongoing program to promote academic excellence for which the San Diego County Department of Education seeks financial aid from the business community.

OPERATION AWARE is a new program, funded by the Rotary Club of San Diego, to provide improved drug abuse prevention education.

PROJECT RAINBOW is a collaborative effort involving the school district, business, institutions of higher education, and community groups to improve student achievement in four minority-isolated elementary schools. Project Rainbow schools use effective schools research findings and input from the business community and higher education to design a specific instructional program at each school, in an effort to boost student achievement. EXCEL serves as the fiscal agent for Project Rainbow.

UNIVERSITY OF CALIFORNIA AT SAN DIEGO (UCSD) SUMMER SCIENCE INSTITUTE. is providing a five week intensive life sciences course to train 50 teachers to teach new curriculum. They will be taught by UCSD professors and paid a stipend of $1000 for their participation. Local businesses and foundations donated the funds for teacher stipends.

SAN DIEGO Cont'd

Jobs and Training	BUSINESS ADVISORY COMMITTEES at each secondary career magnet program give input into curriculum so that the programs provide valid, contemporary career instruction. Firms represented by advisory committee members frequently serve as a source of work experience for students, and many of these firms hire students who graduate from the programs. In addition, these advisory committee members frequently work directly with students, giving them information regarding job-seeking and job-holding skills. Many Adopt-A-School partnerships, especially at the senior high school level, provide students with job access information and job preparation skills. Students participate in activities ranging from visits to work locations, to a day of "shadowing" of a specific employee, to long-term internship and training programs. They also participate in mock interview and application sessions.
School System Management	The Superintendent's Community Advisory Committee for Budget Planning is a fourteen-member committee, including representatives from the Greater San Diego Chamber of Commerce, the San Diego Taxpayers' Association, and various community groups. The committee reviews budget proposals and makes recommendations for reductions required to balance the budget. Positive interaction and consensus developed within this group have made it possible to balance the budget without the competition for funding which sometimes develops between special-interest groups. The Property Management Advisory Committee reviews district's property inventory and considers disposal of properties no longer needed for education purposes and long-term leasing arrangements to create an income base for capital improvements. The District Advisory Committee on Facilities Utilization functions to establish and coordinate the work of "cluster committees" composed of parents and community members in areas of the city where increasing or declining enrollment makes current school facility use inappropriate. Business and community input at the "cluster" (community) level is a major factor in decisions to close school facilities.

SAN DIEGO Cont'd

Partnerships	More than seventy individual Adopt-A-School partnerships with schools have been formed in the past two years. Partners include businesses of all sizes, service and community organizations, Navy ships and shore commands, and cultural and educational organizations. Financial contributions are not required for participation in an Adopt-A-School partnership. Partnerships most commonly involve career education activities, motivation and incentives for students achievement, staff development programs, and/or donations of surplus materials and supplies.

SAN FRANCISCO

City Characteristics	Population	715,674
	Unemployment Rate	8.5%
School District Profile	Budget	$233,555,000
	Total Enrollment	61,509
	High School Enrollment	20,063
	Ethnic Breakdown	Black 21% Chinese-Amer. 21% Hispanic 17.2% White 16.7% Japanese-Amer. 1.1% Other 22.3%
	Attendance Rate Systemwide	96%
	High School Attendance	93%
	Dropout Rate (Annual)	7.9%
	Academic Progress	Over 50% of the students are performing above the national norm in both reading and mathematics
History	White student enrollment declined dramatically following court ordered desegregation in 1979. Between 1975-1984 Superintendent Robert Alioto implemented an education redesign program. The school system was reorganized. The central office staff conducted a campaign to draw back to public education students who had left for private schools. In 1978 Proposition 13 led to massive teacher layoffs and a deficit of 26 million dollars. After Proposition 13 the superintendent began to work more closely with the business community. White student enrollment declined dramatically following court ordered desegregation in 1979.	
Collaborative Agreement and Goals	No specific agreements on goals exist between the school district and the private sector.	
Structure	The San Francisco Education Fund and the Corporate Action Committee provide a link between the business community, nonprofit agencies and the San Francisco Unified School District.	

SAN FRANCISCO cont'd

Collaborative Efforts	
Education Fund	The San Francisco Education Fund raises money from corporations, foundations and individuals and allocates it selectively to high priority school programs for which no federal or state funding is available. Fund grants are designed to meet many objectives of teachers principals, parents and students: improve student achievement, motivate students to learn, train teachers and improve instructional quality, reduce the isolation of races and cultures, support the arts and music education, and prepare students for employment. To date, the Fund has allocated more than $1.4 million for 500 school projects. Grants have been made to 96 of the City's 106 public schools. Most grants are for $3,000 or less.
Youth Jobs and Training	World of Work Program Seventeen corporations operate programs and provide resources that are available to support schools in the areas of career options, economic literacy and job preparation and training.
Partnerships	The Corporate Action Committee--a consortium of business, nonprofit agencies and the San Francisco Unified School District work together to provide programs that help prepare youth for their first jobs and responsible citizenry. Seventeen high schools, four middle schools and eighteen businesses and/or organizations participate in this program.

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APPENDIX A

Business and Foundation Statistics for Selected Cities

1. Business Establishment by Employment Size Class by City (1981)
2. The Distribution of Corporate Wealth: "Fortune 500" Company Headquarters by City
3. Foundations Making Local and Regional Grants by City

APPENDIX

Table 1

Business Establishments by Employment Size Class by City, 1981*

	Percent Big Business (1,000+ Employees)	Percent Medium Business (50-999 Employees)	Percent Small Business (1-49 Employees)	Total Establish-ments	Total Employees
Atlanta	0.2 (26)	7.4 (1,361)	92.4 (16,923)	18,310	394,565
Baltimore	0.2 (14)	5.7 (685)	94.1 (11,211)	11,910	222,573
Boston	0.3 (48)	7.8 (1,311)	91.9 (15,448)	16,807	452,189
Cincinnati	0.1 (32)	6.8 (1,325)	93.1 (18,218)	19,575	428,438
Cleveland	0.2 (60)	6.6 (2,134)	93.2 (30,077)	32,271	670,193
Dallas	0.1 (50)	6.7 (2,929)	93.2 (40,768)	43,747	889,715
Denver	1.2 (21)	6.6 (1,150)	93.2 (16,129)	17,300	340,965
Detroit	1.2 (77)	5.7 (1,835)	94.1 (30,386)	32,298	738,866
Hartford	0.2 (39)	6.3 (1,141)	93.4 (17,044)	18,224	419,640
Jackson	0.01 (2)	4.3 (69)	95.6 (1,542)	1,613	33,027
Los Angeles	0.1 (173)	6.4 (10,656)	93.5 (156,694)	167,523	3,173,460
Memphis	0.1 (13)	6.5 (1,018)	93.4 (14,544)	15,575	282,038
Miami	0.1 (36)	5.0 (2,208)	94.9 (42,044)	44,288	674,945
Milwaukee	0.2 (48)	6.9 (1,344)	92.9 (18,152)	19,544	442,138
Newark	0.2 (30)	5.8 (1,046)	94.0 (16,776)	17,852	332,922
New Orleans	0.2 (18)	7.5 (863)	92.3 (10,558)	11,439	239,181
New York	0.2 (179)	5.7 (5,301)	94.1 (87,699)	93,179	1,957,923
Philadelphia	0.2 (59)	6.7 (1,826)	93.1 (25,239)	27,124	621,144
Phoenix	0.1 (32)	5.3 (1,739)	94.6 (31,157)	32,928	543,605
Pittsburgh					
San Diego	0.1 (30)	4.4 (1,661)	95.5 (35,735)	37,426	538,017
San Francisco					
Seattle	0.1 (31)	5.4 (1,825)	94.5 (32,131)	33,987	595,350
Washington	0.1 (27)	6.9 (1,126)	93.0 (15,219)	16,372	349,433

*Source: COUNTY BUSINESS PATTERNS (U.S. Department of Commerce, Bureau of the Census, June 1983) "Counties---Employees, Payroll, and Establishments". Data exclude government employees, railroad employees and self-employed persons. Note that county and school district lines are not always coterminus.

From: Mann, Dale "All That Glitters: Public School/Private Sector Interaction in Twenty-Two U.S. Cities"

APPENDIX

Table 2

The Distribution of Corporate Wealth:
"Fortune 500" Company Headquarters by City*

	(rank)	(net income; 000,000)
ATLANTA		
Coca-Cola	48	512
Georgia Pacific	62	153
Gold Kist	230	na
National Service Industries	318	50
Fuqua Industries	399	19
Royal Crown Companies	465	15
Oxford Industries	488	16
BALTIMORE		
Crown Central Petroleum	195	7
Easco	499	10
BOSTON		
Gillette	172	135
Cabot	220	88
CLEVELAND		
Standard Oil (Ohio)	21	1,875
TRW	66	196
Republic Steel	145	(239)
Eaton	147	(189)
White Consolidated Industries	184	1
Sherwin-Williams	190	42
Parker-Hannifin	267	57
Midland-Ross	334	1
American Greetings	401	32
Ferro	405	10
North American Coal	461	14
DENVER		
Manville	187	(97)
MEMPHIS		
Federal Express Company	266	17

Table 2 Cont'd

NEW YORK		
Exxon	1	4,185
Mobil	3	1,380
International Telephone & Telegraph	16	702
Western Electric	22	336
Phillip Morris	32	781
Amerada Hess	40	168
W.R. Grace	50	319
Union Pacific	53	326
Sperry	67	221
Gulf and Western Industries	60	168
Colgate Palmolive	70	196
American Home Products	76	560
Borden	84	165
American Brands	90	381
International Paper	91	171
Warner Communications	92	257
United Brands	93	2
Bristol-Myers	104	348
Time Inc.	106	153
Pfizer	114	332
North American Phillips	122	73
Penn Central	123	131
Norton Simon	124	107
Celanese	126	34
Avon Products	196	196
St. Regis Paper	154	45
Revlon	165	111
N.L. Industries	174	188
Ogden	175	58
American Standard	178	35
SCM	188	28
J.P. Stevens	195	22
Sterling Drug	196	131
Colt Industries	205	161
Joseph E. Seagram & Sons	225	236
National Distillers and Chemical	232	79
Westvaco	236	63
Amstar	240	40
Lever Brothers	244	1
Asarco	245	74
Witco Chemical	249	29
Crane	275	3
Dover	290	89
Phelps Dodge	301	74
General Instrument	302	90
New York Times	307	54
Cluett Peobody	325	23
ACF Industries	344	33
Freeport-McMoran	356	65
Dow Jones	360	88
Todd Shipyards	364	31
Newmont Mining	366	48

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Table 2 Cont'd

Collins and Aikman	380	18
Sun Chemical	383	1
Capitol Cities	384	96
GAF	394	59
Harcourt Brace and Jovanovich	418	3
Revere Copper and Brass	422	157
United Merchants and Manufacturers	423	95
M. Lowenstein	434	15
American Bakeries	438	10
Handy and Harmon	450	8
International Flowers and Fragrances	478	63
Phillips-Van Housen	491	7
Amtrak	500	.27
PHILADELPHIA		
Smith-Kline	131	455
Scott Paper	167	74
Rohm and Haas	192	85
Crown Cork and Seal	243	44
Pennwalt	303	21
Westmoreland Coal	429	8
PITTSBURGH		
Gulf	9	900
U.S. Steel	14	(361)
Westinghouse Electric	31	449
Rockwell International	42	331
Aluminum Company of America	74	10
H.J. Heinz	103	192
PPG Industries	118	155
National Steel	127	(462)
Allegheny International	142	47
Koppers	208	(31)
Mobay Chemical	273	(8)
Joy Manufacturing	282	83
Cyclops	321	(11)
Wheeling-Pittsburgh Steel	354	(58)
H.H. Robertson	393	28
H.K. Porter	468	(4)
SAN DIEGO		
SAN FRANCISCO		

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APPENDIX

Table 3

Foundations Making Local and Regional or National Grants
by Headquarters City*

City	Number Making... Local Grants Only	Regional or National Grants	Total
Atlanta	38	7	45
Baltimore	26	6	32
Boston	56	13	69
Cleveland	55	21	76
Denver	19	6	25
Memphis	5	4	9
New York	186	322	508
Philadelphia	41	21	62
Pittsburgh	44	19	63
San Diego	8	1	9

*Source: The Foundation Center, THE FOUNDATION DIRECTORY, 8th edition, (N.Y., 1981).

APPENDIX B

HARVARD UNIVERSITY
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Cambridge, Massachusetts 02138

Programs in Administration,
Planning, and Social Policy

June 7, 1984

Mr. William Spring
Federal Reserve Bank of Boston
Boston, MA 02106

Dear Bill:

I regret that I can't attend your meeting on June 21-2. It looks like an interesting show, and I think the agenda's a useful one, although I have three additions to suggest - all connected to school finance.

The topic that always gets left out when business and school people meet is taxes to support schools. It ought to be raised and discussed at length. All the partnerships and other contributions businesses have made to schools have minor significance compared to state and local taxes that support schools. Business has traditionally seen taxes as a cost of doing business and has tried to keep them low. It supported Proposition 2 1/2 in Massachusetts and Proposition 13 in California, and it has helped to defeat numerous local bond issues and tax levies for schools. As long as this is the predominant reaction of business about paying for schools, its other small gestures will make small differences in improving education. The teaching profession, which absorbs about half the money for schools has lost 15% in real income in the last few years. The capacity to attract the teachers needed for a rapid growth in school enrollment starting about 1988 will simply not be there unless the dollars are there also. Merit pay and career ladders won't meet the need for lifting the compensation of the whole profession.

Business can help schools to be more efficient managers and thus to realize some savings, but it can't do enough on this front to remove the need for additional tax support. If business leadership remains silent on this front and tries to turn its small scale philanthropic contribution to schools into an excuse for doing so, the net effect for schools will be negative.

On the other hand, business as a major employer of the graduates of schools has a clear right to ask that schools be more attuned to its need for employees who are better prepared. But this just isn't going to happen without the funds to do the job. We have, therefore, a chicken-or-the-egg situation that needs discussion and seldom gets it.

Another aspect of school finance in which business and schools have a common interest is the inequitable distribution of public funds for support of schools. I'll illustrate this with some figures based on the situation in Texas, but the same problems exist in Massachusetts, New Hampshire, Connecticut, and some other states.

- The 100 school districts in Texas with the highest taxable property value behind each child in school spend an average of $5500 per student per year.

- The 100 school districts in Texas with the lowest valuation per child spend an average of $1800 per year per child.

- State funds that go to school districts are included in these figures, and the rich districts get about the same amount per child as the poor ones.

- The top 100 school districts have very few Black and Hispanic children; the lower property valuation districts have children who are predominately Black and Hispanic.

Until these kinds of inequities are removed from the financing of public schools, other efforts for reform are hamstrung. To my knowledge business has generally remained aloof from this issue or fought against changes that might help to solve it.

My third point about school finance concerns the nature of added taxation to help schools improve. A few states have moved recently to do something on this front with some support from business. In every case I know about, the new measures are primarily an increase in sales taxes. This kind of tax is pleasing to business because it can be passed on to consumers. At the same time, it is highly regressive and constitutes a fiscal strategy for school improvement that hits hardest the people who have never been provided with well financed schools - poor parents, Blacks, and Hispanics.

I recognize that there are some cities where financial support for schools is quite good, but there are many others where it is not. I also applaud the renewed interest of business in the schools, even though it does not yet extend to these fundamental concerns. Your meeting would be enlivened by some dicussions on these matters, which are basic to dealing with high dropout rates, low test scores, and other educational ills that pervade the public schools. Please feel free to share these observations with anyone you want. I enclose some recent remarks that you might also find useful for additions to your agenda.

Regards,

Harold Howe II

HH:bjm

enclosure

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